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ABSTRACT

This follow-up report addresses three broad aspects of student transfer: (1) transfer between Indiana public college and university campuses; (2) transfer across degree-objective levels; and (3) completion rates and transfer between major fields of study. Of all pre-degree transfers, most (40%) occur between the first and the second year of enrollment. Campus movement is widespread, and offers two key findings: (1) the primary recipient of transferring students is the Indiana University (IU) system, including transfers from one IU campus to another; and (2) Ivy Tech State College received far more transfer students from other institutions than it generated for them. Among students who made the shift from two-year programs to four-year programs, those initially enrolled at a four-year campus and completing a two-year degree demonstrated the highest completion rate of baccalaureate degrees. The highest degree completion rates occurred for students with their initial major in agriculture, language arts, or engineering. Students with undecided or undeclared majors in their first year had the lowest degree completion rates within each degree level category. More than one-fourth of all degree recipients graduated with a degree from a program area different than the program indicated as their major in their first year. An appendix is included. (VWC)

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ED 438 868

Student Transfer in Indiana—Follow-up Report on Degree Completion and Persistence of 1990 Entering Freshmen: A Working Paper

Indiana State Commission for Higher Education

Thursday, December 11, 1997

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COMMISSION FOR HIGHER EDUCATION
Thursday, December 11, 1997

DISCUSSION ITEM B: **Student Transfer in Indiana -- Follow-up Report on Degree Completion and Persistence of 1990 Entering Freshmen: A Working Paper**

Staff Recommendation For discussion only.

Background

At the September 1997 meeting of the Commission for Higher Education, the *Report on Degree Completion and Persistence In Indiana Public Postsecondary Education, 1990 Entering Freshmen: Biennial Report to the General Assembly* was presented. While some aspects of student transfer were highlighted, most were left open for future study. For example, from the earlier study, we know that 18% of all entering degree-declared freshmen from Fall 1990 transferred to another public Indiana campus before completing a degree program at any level at the originally-enrolled campus. We also know that more of this transfer enrollment occurred in the second year (40% of all pre-degree transfer).

This follow-up report addresses three broad aspects of student transfer: (1) transfer between Indiana public college and university campuses; (2) transfer across degree-objective levels; and, (3) completion rates and transfer between major fields of study.

Supporting Documents

Student Transfer in Indiana -- Follow-up Report on Degree Completion and Persistence of 1990 Entering Freshmen: A Working Paper, December 3, 1997.

Report on Degree Completion and Persistence in Indiana Public Postsecondary Education, 1990 Entering Freshmen: Biennial Report to the General Assembly (September 1997). (available from the Commission office)

STUDENT TRANSFER IN INDIANA -- FOLLOW-UP REPORT ON DEGREE COMPLETION AND PERSISTENCE OF 1990 ENTERING FRESHMEN:

A WORKING PAPER*

December 3, 1997

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*A working paper is a staff paper prepared to elicit discussion of particular issues. It does not necessarily represent the opinion of the Commission or of individual members.

Student Transfer in Indiana -- Follow-up Report on Degree Completion and Persistence of 1990 Entering Freshmen: A Working Paper

1. Executive Summary

Background: The most recent report on degree completion and persistence at Indiana public colleges and universities (reported to the Commission at its September 1997 meeting) indicated that 18% of all entering freshmen transferred to a different campus before receiving a degree at any level.

Campus Transfer: Of all pre-degree transfers, most (40%) occur between the first and the second year of enrollment.

For those students who transferred, the rate at which they did complete a degree at the originally-intended level was lower than that of non-transferring students -- particularly at the baccalaureate level (27% versus 48% at the baccalaureate level; 9% versus 27% at the associate level; 3% versus 30% at the certificate level).

Campus movement is widespread, and offers two key findings: (1) the primary recipient of transferring students is the Indiana University system, including transfers from one IU campus to another; and, (2) Ivy Tech State College received far more transfer students from other institutions than it generated for them.

Movement Across Degree Levels: Among students who made the shift from two-year programs to four-year programs, those initially enrolled at a four-year campus and completing a two-year degree demonstrated the highest completion rate of baccalaureate degrees.

Completion Rates within Discipline Categories: The highest degree completion rates occurred for students with their initial major in agriculture, language arts, or engineering. Students with undecided or undeclared majors in their first year had the lowest degree completion rates within each degree level category.

Movement Across Discipline Categories: More than one-fourth of all degree recipients graduated with a degree from a program area different than the program are indicated as their major in their first year. The academic program category with the greatest departure by degree recipients was the "Arts and Liberal Arts" category, with more than half (56%) of the graduates receiving degrees from other program areas. The least departure occurred for students in the "Health and Related Sciences" and "Trade and Industrial" categories.

2. Introduction

At the September 1997 meeting of the Commission for Higher Education, the *Report on Degree Completion and Persistence In Indiana Public Postsecondary Education, 1990 Entering Freshmen: Biennial Report to the General Assembly* was presented. Major findings in this report indicated that among baccalaureate degree-seeking students from 1990, 45% completed a baccalaureate degree within six years. In addition, among associate- and certificate-seeking students, after six years 23% and 27%, respectively, completed their originally-intended degree.

In the earlier analysis, some aspects of student transfer were touched upon, but most were left open for future study. For example, from the earlier study, we know that 18% of all entering degree-declared freshmen from Fall 1990 transferred to another public Indiana campus before completing a degree program at any level at the originally-enrolled campus. We also know that more of this transfer enrollment occurred in the second year (40%) than in any other year (26% in the third year, 18% in the fourth year, 10% in the fifth year, and 7% in the sixth year). The details of where students transferred to and from were left to future study.

Another aspect of transfer that was partially addressed was the frequency with which students change their degree objective (certificate, associate or baccalaureate degree intentions). Of all entering degree-seeking freshmen in Fall 1990, 42% completed an undergraduate degree at *any* level by the end of the 1995-96 school year -- 37%-at the level at which they initially enrolled, and another 5% at a different level. More details on this aspect of degree completion are explored in the current analysis.

One final aspect of student transfer which was not addressed in the earlier analysis is the extent to which students change majors (which may also include a change of campus and/or degree level), or disciplines.

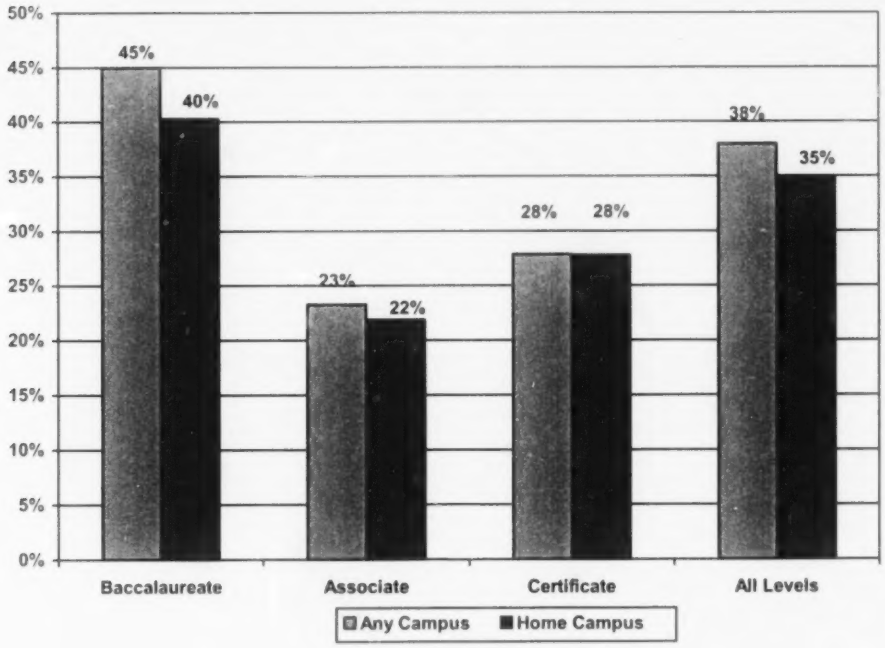
The purpose of this paper is to explore these three aspects of student transfer -- campus, level, and discipline -- within Indiana's public colleges and universities.

3. Transfer Activity Across Indiana Public Campuses

While the general finding that 45% of all baccalaureate-seeking students completed their degree within six years is useful for statewide purposes, it is necessary to control for student transfer in order that Indiana's degree completion rate can be compared nationally. When campuses report on degree completion rates, they are generally only able to report on those students who graduated from (or remained at) their own campus. Controlling for this fact, Indiana's baccalaureate degree completion rate becomes 40% instead of 45% because more than 4% of the baccalaureate-seeking freshmen from 1990 completed their degree at an Indiana campus other than where they initially enrolled. Figure 1, below, depicts the extent to which student across the various degree levels completed their originally-intended degree at a campus other than where they had initially enrolled.

FIGURE 1

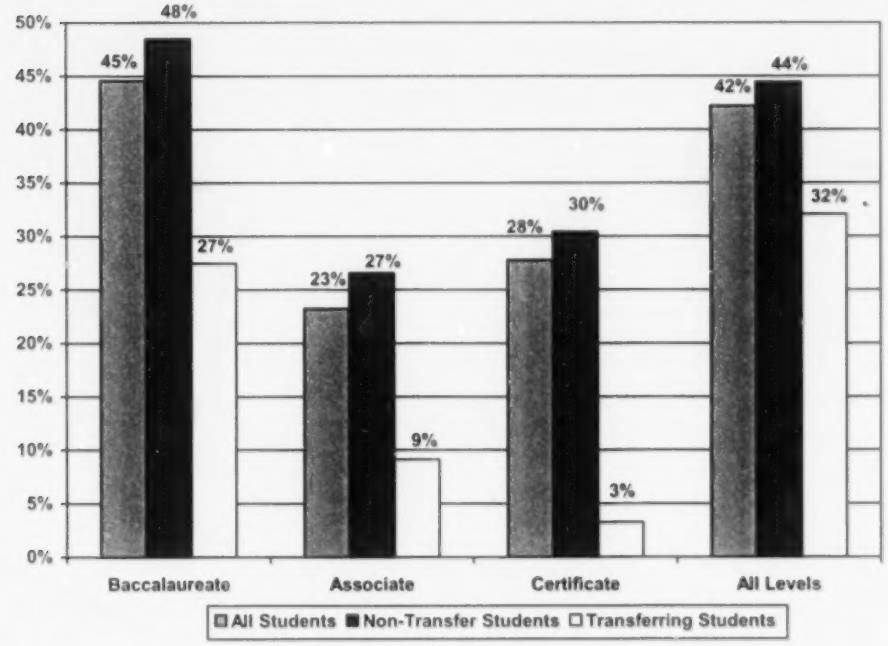
SIX-YEAR UNDERGRADUATE DEGREE COMPLETION RATES, BY DEGREE LEVEL AND GRADUATION LOCATION



By isolating the transferring students from the non-transferring students, we know that in Indiana, 48% of the non-transferring baccalaureate students from 1990 completed a baccalaureate degree within six years, while only 27% of those baccalaureate students who transferred completed a baccalaureate degree within six years of their original enrollment. Figure 2 details the degree completion rates for students who transferred before receiving any degree compared to those who stayed at their original campus.

FIGURE 2

SIX-YEAR UNDERGRADUATE DEGREE COMPLETION RATES, BY DEGREE OBJECTIVE AND STUDENT TRANSFER STATUS



It should be noted that in Figure 2, student degree completion is measured only on those students who complete the same degree as their original intent (baccalaureate, associate or certificate). Completions at degree objectives other than that at which the student initially enrolled will be elaborated upon in another section of this paper.

4. Statewide Movement Among Public Institutions

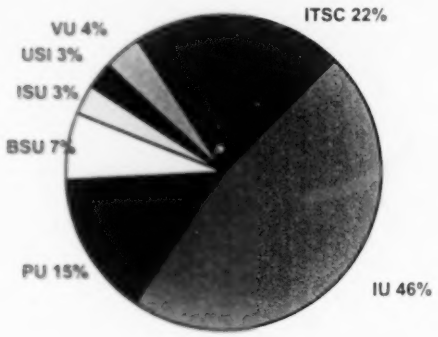
Indiana University

Indiana University's 1990 cohort of entering freshmen included 11,781 students -- 19% (2,244) of whom transferred before completing a degree at any level. Nearly one half (48%) of the students who transferred from an Indiana University campus went from one IU campus to another. 15% of the transfers went to a Purdue University campus. 7% transferred to Ball State University. 3% transferred to Indiana State University. 3% transferred to the University of Southern Indiana. 4% transferred to Vincennes University. 22% went to a campus of Ivy Tech State College.

The most prevalent transfer activity within the Indiana University system occurred between the Bloomington and IUPUI campuses. 374 students transferred from Bloomington to IUPUI (42% of all Bloomington transfer-out students), and 193 students transferred from IUPUI to Bloomington (34% of all IUPUI transfer-out students). The largest non-IU recipients of transfer students from the Indiana University system were: Ball State University (157 students; 7% of IU transfers-out); Purdue West Lafayette (141 students; 6% of IU transfers-out); and Ivy Tech's Indianapolis Region (144 students; 6% of IU transfers-out).

FIGURE 3

STUDENTS TRANSFERRING FROM INDIANA UNIVERSITY CAMPUSES, BY "TRANSFER-TO" INSTITUTION



Purdue University

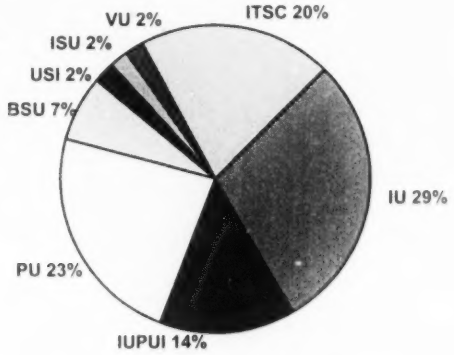
Purdue University's 1990 cohort of entering freshmen included 9,340 students -- 17% (1,603) of whom transferred before completing a degree at any level. While less than one fourth (23%) of Purdue's students transferred to another campus of Purdue University, 43% transferred to an Indiana

University campus. However, 14% of all Purdue transfers moved to the IUPUI campus (jointly administered by Indiana and Purdue Universities, but considered an IU campus for administrative purposes). In addition, 4% transferred to Ball State University, 2% transferred to Indiana State University, 2% transferred to the University of Southern Indiana, 2% transferred to Vincennes University, and 20% transferred to an Ivy Tech campus.

In Figure 2, below, students transferring from a Purdue campus to IUPUI are separated from those students transferring to the rest of the IU system because of the fact that these students may, in fact, be transferring to another Purdue degree program housed at IUPUI.

FIGURE 2

STUDENTS TRANSFERRING FROM PURDUE UNIVERSITY CAMPUSES, BY "TRANSFER-TO" INSTITUTION



Ivy Tech State College

Ivy Tech State College's 1990 cohort of entering freshmen included 5,154 students -- 11% (590) of whom transferred from their originally enrolled campus (region) before completing a degree at any level. About one fourth (26%) of the students who transferred from an Ivy Tech campus before completing a degree transferred to another two-year campus (Ivy Tech or Vincennes University). Receiving 36% (212 students) of Ivy Tech's non-graduating transfer students, the Indiana University System was the largest system recipient from Ivy Tech, while the University of Southern Indiana received more students from the Evansville Ivy Tech location than any other co-located pair of two-year and four-year campuses.

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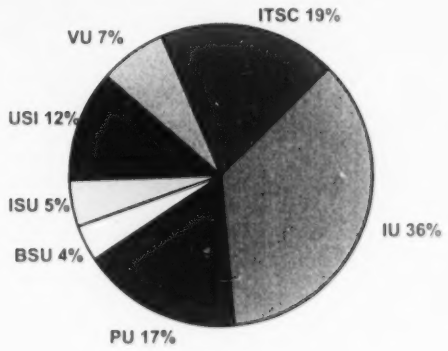
Students from nearly all Ivy Tech State College regional locations transferred with greater frequency to the co-located four-year campus than to any other public Indiana campus. This is consistent with what we already know about Ivy Tech's student demographics -- as older students, they are more likely to be anchored in their communities by employment and family circumstances.

FIGURE 3

STUDENTS TRANSFERRING FROM IVY TECH STATE COLLEGE, BY "TRANSFER-TO" INSTITUTION

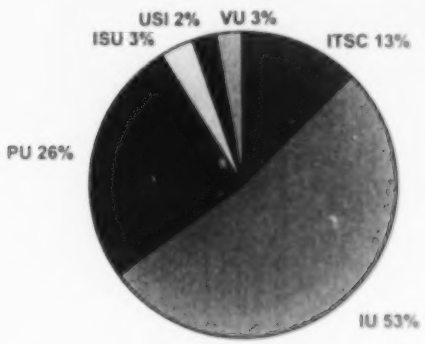


Ball State University

Ball State University's 1990 cohort of entering freshmen included 3,668 students -- 17% (607) of whom transferred from Ball State before completing a degree at any level. More than half (53%) of the students who transferred from Ball State before completing a degree transferred to an Indiana University campus -- most frequently, IUPUI. While the Purdue system received 26% of the transferring Ball State students, more students enrolled at the IP Fort Wayne campus than any other Purdue campus. And finally, of the students who transferred from Ball State to Ivy Tech, most (29 out of 76) were found enrolled at Ivy Tech's Muncie campus.

FIGURE 4

STUDENTS TRANSFERRING FROM BALL STATE UNIVERSITY, BY "TRANSFER-TO" INSTITUTION

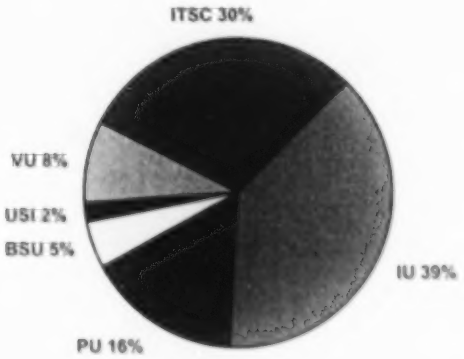


Indiana State University

Indiana State University's 1990 cohort of entering freshmen included 2,176 students -- 22% (488) of whom transferred from Indiana State before completing a degree at any level. Indiana University was the largest recipient of students transferring from Indiana State (187 students, or 36% of the transfers, with more than half to IUPUI). Ivy Tech State College received 30% of the transferring Indiana State University students and the largest single campus recipient -- 106 students to Ivy Tech's Terre Haute campus.

FIGURE 5

STUDENTS TRANSFERRING FROM INDIANA STATE UNIVERSITY, BY "TRANSFER-TO" INSTITUTION



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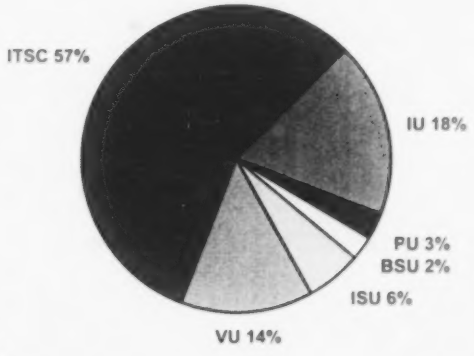
University of Southern Indiana

The University of Southern Indiana's 1990 cohort of entering freshmen included 1,219 students -- 24% (293) of whom transferred from the University of Southern Indiana before completing a degree at any level. Ivy Tech State College was the largest recipient of transferring students from USI (57%; 166 students), most of whom (151) went to the Evansville Ivy Tech campus. Ivy Tech was followed in transfer frequency by Indiana University (18%, most of whom went to Bloomington or IUPUI) and Vincennes University (14%).

FIGURE 6

STUDENTS TRANSFERRING FROM THE UNIVERSITY OF SOUTHERN INDIANA, BY "TRANSFER-TO" INSTITUTION

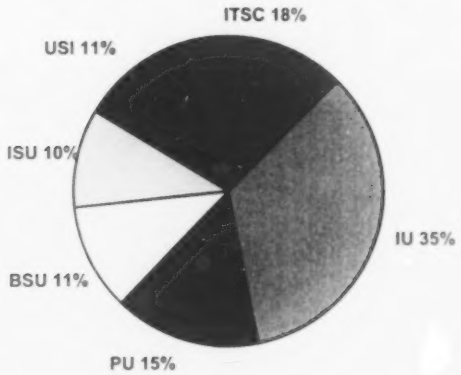


Vincennes University

Of the students transferring before receiving any degree, those from Vincennes University demonstrate to most even distribution when shown by receiving institution. Vincennes University's 1990 cohort of entering freshmen included 4,552 students -- 24% (1,078) of whom transferred from the Vincennes before completing a degree at any level. While Indiana University was the largest recipient of Vincennes transfer students, (35%; 371 students), five campuses received more than 100 students: IU Bloomington (130), IUPUI (131), Purdue West Lafayette (114), Ball State University (122), Indiana State University (121), and the University of Southern Indiana (110). Ivy Tech State College was the second-largest institutional recipient of transferring students from Vincennes (18%; 190 students), with Vincennes transfer students found at all 13 of Ivy Tech's regional locations.

FIGURE 7

STUDENTS TRANSFERRING FROM VINCENNES UNIVERSITY, BY "TRANSFER-TO" INSTITUTION

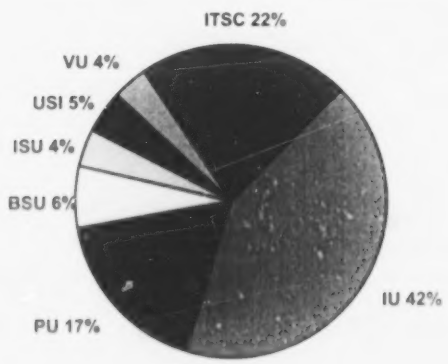


General Findings on Inter-Institutional Transfer Prior to Graduation

Overall, Indiana University was the largest institutional recipient of students transferring from their original campus to another Indiana public campus before completing any degree (42% of all transfers), followed by Ivy Tech State College (22%) and Purdue University (17%). This distribution (displayed in Figure 8) makes intuitive sense when you consider factors such as total enrollment, number of campuses and number of degree programs.

FIGURE 8

STUDENTS TRANSFERRING FROM ALL INDIANA PUBLIC CAMPUSES, BY "TRANSFER-TO" INSTITUTION



It is striking, however, to view the net effect of student transfer by initial institution compared to receiving institution. In this case, Ivy Tech stands out as a substantial recipient of students from other institutions, producing 590 transferring students while receiving 1,511 students[1] (refer to Table 1).

TABLE 1

NET STUDENT TRANSFER TO AND FROM INDIANA PUBLIC COLLEGES AND UNIVERSITIES: 1990 FRESHMEN NOT RECEIVING A DEGREE AT ORIGINALLY-ENROLLED CAMPUS

	Initial Cohort		Transfers Out		Transfers In		Net Transfer	
	number	% of total	number	% of total	number	% of total	number	% of transfers out
IU	11,781	31%	2,244	33%	2,907	42%	663	30%
PU	9,340	25%	1,603	23%	1,207	17%	(396)	-25%
BSU	3,668	10%	607	9%	446	6%	(161)	-27%
ISU	2,207	6%	488	7%	267	4%	(221)	-45%
USI	1,219	3%	293	4%	313	5%	20	7%
VU	4,552	12%	1,078	16%	252	4%	(826)	-77%
ITSC	5,154	14%	590	9%	1,511	22%	921	156%
Total	37,921		6,903		6,903		-	19%

5. "Community College" Behavior: Transfer from Two-Year to Four-Year Degree Programs

While the previous section of this report presented the transfer activity of students who transferred *prior to* receiving a degree at any level from their campus of original enrollment, the notion of "2+2" articulation may or may not include the receipt of a two-year degree. For example, 23% of the associate degree seeking freshmen from 1990 (2,431 of 10,454 students) completed an associate degree within six years. Of those students who completed their associate degree, 382 (3.6% of the original cohort) went on to complete a baccalaureate degree (still within six years of their original enrollment), and another 470 (4.5%) completed a baccalaureate degree within six years without having completed an associate degree[2] (identified as their original intent). Accounting for associate-seeking students who instead complete a baccalaureate degree (without an associate degree), the degree

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[1] It is expected that later analyses will show more students transferring from Ivy Tech to other Indiana institutions when compared with data presented in this report. The 1990 Fall freshmen entered Indiana higher education prior to coordinated student transfer initiatives such as the 30-credit transferable core of general education classes.

[2] In previous analyses on degree completion rates by the Commission, associate-seeking students who moved into baccalaureate programs prior to the completion of an associate degree were categorized as "baccalaureate transfer" students.

completion rate by associate-seeking students rises from 23% to approximately 28%.

Further refining the above information, we know that 2,295 students who were initially identified as associate-degree-seeking later showed as baccalaureate level students. While 32% of these "transferring" students (in this case transferring does not necessarily indicated that they have changed campuses -- just degree levels) completed an associate degree, 36% completed a baccalaureate degree. Of the students who fit this particular definition of transfer, 50% of those students who first completed an associate degree and then entered a baccalaureate program completed a baccalaureate degree within six years of their initial freshman enrollment. Of these transfer students who did *not* receive an associate degree, only 30% went on to complete a baccalaureate degree within six years of their initial freshman enrollment.

TABLE 2

SIX-YEAR BACCALAUREATE COMPLETION RATES FOR STUDENTS BEGINNING AS ASSOCIATE-SEEKING AND TRANSFERRING TO A BACCALAUREATE PROGRAM AT INDIANA PUBLIC COLLEGES AND UNIVERSITIES

	Type of Initial Campus		
	2-Year Campus	4-Year Campus	All Campuses
Did not Complete Associate Degree	26%	37%	30%
Completed an Associate Degree	40%	60%	50%
Total	30%	46%	36%

National Transfer Assembly Data

One source of benchmark data on two-year college student transfer is the Center for the Study of Community Colleges Ford Foundation Transfer Assembly. The mechanism for the transfer assembly counts students in three parts:

(1) The number of first-time college entrants in the fall term at two-year colleges;

(2) Of those new students, the number who completed at least 12 semester credit hours within four years, and;

(3) Of those who completed at least 12 credits, the number who transferred to an in-state public university within four years [of initial enrollment].

From the 1996 Transfer Assembly Results, 47% of the 1990 two-year college entrants with no prior college experience completed 12 or more credits hours

within four years. Of those who completed 12 or more credits, 22% transferred to an in-state public university within four years.

In comparison, 77% of the students identified as first-time degree-seeking freshmen at Indiana's two-year colleges completed 12 or more credit hours within four years, but only 19% of those transferred to an Indiana public four-year campus.

Note that this is an incomplete comparison. The cohort of students used for the Commission's degree completion and persistence analysis is defined using degree-seeking associate students, whereas the Transfer Assembly data allows for reporting on ALL first-time students, regardless of degree-seeking status or level of degree intention. In the Fall of 1990, there were 15,512 students identified as "first-time" students at either Ivy Tech or Vincennes. Less than two-thirds of these first-time students were identified as "degree-seeking" for the degree completion and persistence analysis. In order for Indiana data to be made comparable, new data which includes non-degree-seeking students must be incorporated. Earlier data provided to the Center for the Study of Community Colleges for the Transfer Assembly on 1987 entering freshmen indicated that Indiana transfer rate was significantly lower than other reported states. Of the two-year college entering students who completed 12 or more credits by the end of their fourth year, 11% of Indiana's students -- compared to 22% nationally -- had transferred to a four-year state campus.

6. Degree Completion and Transfer Among Discipline Categories

Discipline Categories Defined

The working paper on *Mobility of Graduates from Indiana Public Postsecondary Education* (November 1995) used broad categories to define student degree fields. These categories used the standard Classification of Instructional Programs (CIP) codes, which include 52 discipline categories, and collapsed them into twelve logical groupings. These groupings, as used in this current report, are detailed in Appendix A and listed below:

- Agriculture & Related Areas
- Business & Communication
- Education
- Engineering, Architecture, Etc
- Health Professions & Related Sciences
- Miscellaneous Areas of Study
- Language Arts
- Law and Legal Studies
- Arts & Liberal Arts
- Mathematics and Sciences
- Social Sciences
- Trade & Industrial
- Undeclared Majors

Degree Completion Rates by Discipline Category

Degree completion rates show wide variations across discipline categories. In general, students who begin without an indicated major demonstrate the lowest degree completion rates across all undergraduate degree levels. Among students with declared majors in their first year, those in "arts and liberal arts" demonstrate the lowest degree completion rates. The overall highest degree completion rates were found among students in agriculture and engineering fields.

The previous report on degree completion rates indicated that at the certificate level, overall degree completion is skewed by nursing (LPN) students for two reasons: (1) the nursing program includes one of the most structured curricula among certificate programs; and, (2) two-thirds of the certificate-level students in the health professions and related sciences category are LPN students. Overall, the certificate students in health and related sciences had a 43% degree completion rate (47% for LPN students).

At the associate level, the degree completion rates by discipline category range from 14% to 42%. The higher degree completion rates are generally associated with the more technical degree programs. Agriculture and health programs had the highest degree completion rates (42% and 35%, respectively).

Baccalaureate students in "engineering, architecture, and related technologies" demonstrated the highest degree completion rates at that degree level (64%), followed closely by students in "agriculture and related areas" (62%). Except for undecided/undeclared students, the lowest completion rate by students at the baccalaureate level is found among students in the "arts and liberal arts" (34%).

Tables 3 through 6 show the second-year persistence and the six-year degree completion rates for each discipline group and each undergraduate degree level. (The asterisks in Table 3 and Table 5 indicate too few students to report meaningful results. The decision rule used in prior analyses has been "fewer than 30 students.")

TABLE 3

CERTIFICATE STUDENT SECOND-YEAR PERSISTENCE AND SIX-YEAR DEGREE COMPLETION RATES, BY STUDENT INITIAL AREA OF STUDY

	Certificate		
	# students	2-yr persist	6-year complete
Agriculture & Related Areas	*	*	*
Business & Communication	227	45%	9%
Education	0		
Engineering, Architecture, Etc.	146	31%	9%
Health Professions & Related Sciences	844	42%	43%
Miscellaneous areas of Study	38	42%	11%
Language Arts	0		
Law and Legal Studies	0		
Arts & Liberal Arts	0		
Mathematics and Sciences	38	42%	8%
Social Sciences	*	*	*
Trade & Industrial	296	35%	14%
Undeclared Majors	0		
Total	1,600	40%	28%

TABLE 4

CERTIFICATE STUDENT SECOND-YEAR PERSISTENCE AND SIX-YEAR DEGREE COMPLETION RATES, BY STUDENT INITIAL AREA OF STUDY

	Associate		
	# students	2-yr persist	6-year complete
Agriculture & Related Areas	203	75%	42%
Business & Communication	2,812	54%	19%
Education	288	67%	19%
Engineering, Architecture, Etc.	1,327	64%	29%
Health Professions & Related Sciences	1,152	67%	35%
Miscellaneous areas of Study	270	50%	21%
Language Arts	49	67%	14%
Law and Legal Studies	118	59%	31%
Arts & Liberal Arts	1,433	45%	14%
Mathematics and Sciences	365	55%	19%
Social Sciences	587	59%	23%
Trade & Industrial	1,573	60%	27%
Undeclared Majors	277	49%	8%
Total	10,454	57%	23%

TABLE 5

CERTIFICATE STUDENT SECOND-YEAR PERSISTENCE AND SIX-YEAR DEGREE COMPLETION RATES, BY STUDENT INITIAL AREA OF STUDY

	Baccalaureate		
	# students	2-yr persist	6-year complete
Agriculture & Related Areas	275	83%	62%
Business & Communication	5,540	84%	54%
Education	2,126	83%	51%
Engineering, Architecture, Etc.	2,225	85%	64%
Health Professions & Related Sciences	2,202	79%	39%
Miscellaneous areas of Study	782	82%	56%
Language Arts	444	84%	55%
Law and Legal Studies	*	*	*
Arts & Liberal Arts	1,344	76%	34%
Mathematics and Sciences	1,736	84%	52%
Social Sciences	1,763	82%	50%
Trade & Industrial	103	87%	40%
Undeclared Majors	7,272	72%	28%
Total	25,836	79%	45%

TABLE 6

CERTIFICATE STUDENT SECOND-YEAR PERSISTENCE AND SIX-YEAR DEGREE COMPLETION RATES, BY STUDENT INITIAL AREA OF STUDY

	All Student Levels		
	# students	2-yr persist	6-year complete
Agriculture & Related Areas	481	80%	53%
Business & Communication	8,579	73%	41%
Education	2,414	81%	47%
Engineering, Architecture, Etc.	3,698	76%	49%
Health Professions & Related Sciences	4,198	68%	39%
Miscellaneous areas of Study	1,090	73%	46%
Language Arts	493	82%	51%
Law and Legal Studies	142	65%	36%
Arts & Liberal Arts	2,777	60%	24%
Mathematics and Sciences	2,139	78%	46%
Social Sciences	2,358	76%	43%
Trade & Industrial	1,972	58%	26%
Undeclared Majors	7,549	71%	27%
Total	37,890	72%	38%

Transfer Across Discipline Categories

Of all students receiving a degree at any level, 26% of those identified with a declared major in their first year received their first degree in a major area different than that which they had initially declared. While the program area with the most substantial departure is the one identified as "miscellaneous," this category is a mixture of programs with comparatively small enrollments. The most substantial degree departure occurs for students who began in "Arts and Liberal Arts." With 56% of these graduates receiving their degree in an area outside arts and liberal arts, most of those who left, received their degrees in either health or business. The lowest departure rates occur for students who begin in the "Health Professions and Related Sciences" and "Trade and Industrial" categories (19% and 17%, respectively). Figure 9, below, shows the overall rates at which students graduated from program areas outside their initial major. Table 7, on the following page, provides the detail data on degree departure by initial program and degree areas.

FIGURE 9

PERCENT OF GRADUATES RECEIVING DEGREES OUTSIDE THEIR INITIAL MAJOR PROGRAM CATEGORY, BY INITIAL MAJOR PROGRAM CATEGORY

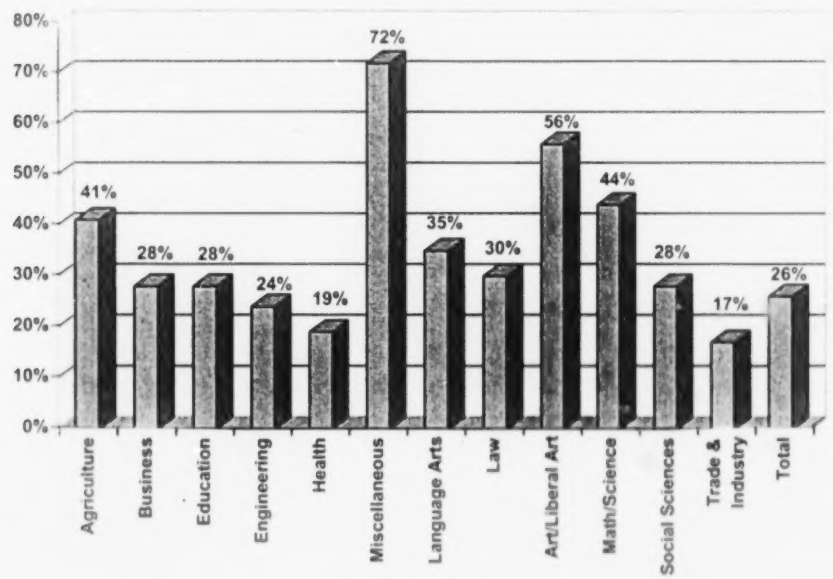

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TABLE 7

DEGREES COMPLETED WITHIN SIX YEARS, BY INITIAL MAJOR PROGRAM AREA AND DEGREE PROGRAM AREA: ALL 1990 ENTERING FRESHMEN

		Students Receiving Degrees withing Six Years														
	Initial Cohort of Students	Agriculture & Related Areas	Business & Communication	Education	Engineering, Architecture, Etc.	Health Professions & Related Sciences	Miscellaneous areas of Study	Language Arts	Law and Legal Studies	Arts & Liberal Arts	Mathematics and Sciences	Social Sciences	Trade & Industrial	Total Degrees Received	% of Cohort Receiving Degrees (any level)	% of Degrees Outside Initial Major Category
Agriculture & Related Areas	730	**222**	19	38	10	57	7	2	1	2	5	14	2	379	52%	41%
Business & Communication	8,641	22	**2,775**	166	41	129	62	90	8	115	94	346	16	3,864	45%	28%
Education	2,414	8	61	**883**	11	57	33	25	3	58	13	73	5	1,230	51%	28%
Engineering, Architecture, Etc	3,698	29	140	36	**1,524**	24	6	12	1	27	84	53	66	2,002	54%	24%
Health Professions & Related Sciences	4,198	42	62	71	17	**1,625**	22	10	2	49	58	42	1	2,001	48%	19%
Miscellaneous areas of Study	1,090	12	92	31	90	30	**150**	14	-	27	18	62	5	531	49%	72%
Language Arts	493	1	27	13	-	7	4	**165**	1	8	2	27	-	255	52%	35%
Law and Legal Studies	142	-	2	1	1	3	-	-	**42**	4	-	7	-	60	42%	30%
Arts & Liberal Arts	2,777	8	97	66	17	142	22	22	3	**369**	21	59	15	841	30%	56%
Mathematics and Sciences	2,139	13	111	52	32	81	15	20	1	28	**588**	103	6	1,050	49%	44%
Social Sciences	2,358	3	112	38	7	28	16	32	5	32	20	**776**	3	1,072	45%	28%
Trade & Industrial	1,972	4	10	1	24	3	-	-	1	44	2	7	**453**	549	28%	17%
Undeclared Majors	7,238	19	680	209	73	276	76	147	13	159	149	452	34	**2,287**	32%	100%
Total	37,890	383	4,188	1,605	1,847	2,462	413	539	81	922	1,054	2,021	606	16,121	43%	26% *

* The total % of Degrees outside the initial major category excludes the undeclared majors.

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APPENDIX A:

Degree Program Area Groupings

Agriculture and Related Areas

01-Agribusiness and Agricultural Production
02-Agricultural Science
03-Renewable Natural Resources

Business and Communication

06-Business and Management
07-Business (Administrative Support)
08-Marketing and Distribution
09-Communications
10-Communications Technologies
44-Public Affairs
52-Business Management and Administrative Services (new category in 1992)

Education

13-Education

Engineering, Architecture and Related Technologies

04-Architecture and Environmental Design
14-Engineering
15-Engineering & Engineering Related Technologies

Health Professions and Related Sciences

17-Allied Health
18-Health Science
51-Health Professions and Related Sciences (new category in 1992)

Other/Miscellaneous Areas of Study

12-Consumer, Personal and Miscellaneous Studies
19-Home Economics
20-Vocational Home Economics
21-Industrial Arts
28-Military Sciences
29-Military Technologies
30-Multi/Interdisciplinary Studies
31-Parks and Recreation
32-Basic Skills
33-Citizenship/Civic Activities
34-Health-Related Activities
35-Interpersonal Skills
36-Leisure and Recreational Activities
37-Personal Awareness

APPENDIX A:

Degree Program Area Groupings
(continued)

Language Arts
- 16-Foreign Languages
- 23-Letters

Law and Legal Studies
- 22-Law

Arts and Liberal Arts
- 05-Area and Ethnic Studies
- 24-Liberal/General Studies
- 50-Visual and Performing Arts

Mathematics and Sciences
- 11-Computer and Information Sciences
- 26-Life Sciences
- 27-Mathematics
- 40-Physical Sciences
- 41-Science Technologies

Social Sciences
- 25-Library and Archival Sciences
- 38-Philosophy and Religion
- 39-Theology
- 42-Psychology
- 43-Protective Services
- 45-Social Sciences

Trade and Industrial
- 46-Construction Trades
- 47-Mechanics and Repairers
- 48-Precision Production
- 49-Transportation and Material Movers